

REVISED 3/17/05

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: **X_ Elementary** __ Middle __ High __ K-12

Name of Principal **Mrs. Candace L. Wingert**

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name **Washington Elementary School**

(As it should appear in the official records)

School Mailing Address **151 Elmer St**

(If address is P.O. Box, also include street address)

Tiffin

City

Ohio

State

44883-2029

Zip Code+4 (9 digits total)

REVISED

County **Seneca**

School Code Number* **039420**

3/17/05

Telephone (**419**)**447-1072**

Fax (**419**)**448-5217**

Website/URL <http://www.tiffin.k12.oh.us>

E-mail **candy_wingert@tiffin.k12.oh.us**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Date_____

(Principal's Signature)

Name of Superintendent* **Mr. Donald Coletta**

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name **Tiffin City Schools**

Tel. (**419**)**447-2515**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date_____

(Superintendent's Signature)

Name of School Board

President/Chairperson

Mr. Christopher English

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date_____

(School Board President's/Chairperson's Signature)

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

5	Elementary schools
1	Middle schools
0	Junior high schools
1	High schools
0	Other
7	TOTAL

2. District Per Pupil Expenditure: \$6778
 Average State Per Pupil Expenditure: \$8768

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 - ☐ Urban or large central city
 - ☐ Suburban school with characteristics typical of an urban area
 - ☐ Suburban
 - ☒ **Small city or town in a rural area**
 - ☐ Rural

4. 7 _____ Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7			
K	22	23	45	8			
1	29	17	46	9			
2	21	22	43	10			
3	20	20	40	11			
4	28	16	44	12			
5	22	18	40	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							259

6. Racial/ethnic composition of the students in the school:
- 89% White
 - 5% Black or African American
 - 4% Hispanic or Latino
 - 2% Asian/Pacific Islander
 - 0% American Indian/Alaskan Native
 - 100% Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: **18 %**

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	26
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	22
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	48
(4)	Total number of students in the school as of October 1, 2003	272
(5)	Subtotal in row (3) divided by total in row (4)	0.18
(6)	Amount in row (5) multiplied by 100	18%

8. Limited English Proficient students in the school: **2%**
4 Total Number Limited English Proficient
 Number of languages represented: **1**
 Specify languages: **Japanese**

9. Students eligible for free/reduced-priced meals: **52%**

Total number students who qualify: **134**

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: **19%**
50 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

0	Autism	0	Orthopedic Impairment
0	Deafness	3	Other Health Impaired
0	Deaf-Blindness	18	Specific Learning Disability
1	Hearing Impairment	12	Speech or Language Impairment
6	Mental Retardation	0	Traumatic Brain Injury
0	Multiple Disabilities	1	Visual Impairment Including Blindness
5	Emotional Disturbance	4	Preschool Disability

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

Full-time Part-time

Administrator(s)	1	0
Classroom teachers	12	0
Special resource teachers/specialists	3	9
Paraprofessionals	6	3
Support staff	3	4
Total number	25	16

12. Average school student-“classroom teacher” ratio: 21:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	96%	95%	96%	96%
Daily teacher attendance	97%	97%	97%	97%	98%
Teacher turnover rate	5%	10%	14%	0%	0%
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

The fluctuation in teacher turnover rate is because of adding a section (2001-2002) then the next year (2002-2003) removing a section

PART III - SUMMARY

Every student at Washington Elementary School in Tiffin, Ohio begins the day with this pledge: "I like myself. I am responsible for my actions. I came to school to learn and I will learn. I will do my best today." This typifies the attitudes of the Washington School community.

Tiffin, the county seat of Seneca County, is the home of the Washington Whirlwinds. Over the past several years the economy of Tiffin has experienced a decline. We have felt the impact of this downturn in employment opportunities. Fifty-two percent of our students are considered high poverty and many are at-risk. Washington School was the first in Tiffin to apply for and receive Title I school-wide services.

If students are to reach their full learning potential, their basic needs must be met. Washington attempts to do that. We were the first school in Tiffin to provide a breakfast program for our students. Our guidance counselor addresses many of the social and emotional problems that face Washington's students. Our Intervention Assistance Team (IAT) spends hours working on plans to address the academic needs and behavioral concerns of our students. A collaborative effort between Washington School and the Tiffin YMCA will soon provide after-school care as well as physical activity and homework help for our students. These efforts all combine to create students ready for optimum learning.

Washington Elementary School is a school that parents want their children to attend. Thirty-one percent of our students are open-enrolled from neighboring schools and districts. This is because of the atmosphere of Washington School. We are very proud of our children who are learning to be respectful of others. We have an ongoing commitment to help our students learn the meaning of respect. Our students show tolerance of those who are different. Whether the difference is in size, color, physical or academic disability; there is a feeling of respect for all.

Our mission states, "Our staff, parents and students will utilize every available resource to provide students with a rich knowledge base and skills for life-long learning." Over the past several years, Washington School has secured additional funding to help meet the needs of its students. Venture Capital, Ohio Reading Incentive Grant, OhioReads Community Grant, and several OhioReads Classroom Grants as well as Market Day (a frozen food fundraiser) have provided much needed revenues to provide materials and services to our students. These additional funds are used to provide experiences that many of our students would not otherwise have available to them. We have monthly assemblies to provide enriching, common experiences for all of our students. A biannual Artist-In-Residence program, in conjunction with the Ohio Arts Council, brings an artist to our school to share his or her craft. These artists not only teach our students about their art, but also about living a dream, sticking with a project and having a passion.

One of our greatest strengths is our staff. Thirteen of our teachers have master's degrees. Four more have professional teaching certificates. All of our paraprofessionals are either Highly qualified or waiting for their test results. Our staff works within and across grade levels to develop lessons that not only reflect our courses of study, but also the developmental and ability levels of our students. In our building we consider everyone to be teachers, including all support staff members. We all work together to teach our kids!

Washington school has an active and diverse group of volunteers from senior citizens and retired teachers to high school and college students. Volunteers help our students with reading and math skills, accompany students on field trips and provide an extra pair of hands whenever and where ever needed. They serve as yet another caring, adult role model for our students. It really does take our whole community to raise a child.

PART IV – INDICATORS OF ACADEMIC SUCCESS

I. Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them. Explain disparities among subgroups. If the school participates in the state assessment system, briefly explain the state performance levels and the performance level that demonstrates meeting the standard. Provide the website where information on the state assessment system may be found.

Washington Elementary School participates in Ohio's Proficiency Tests (OPT), a criterion-referenced test. The OPT applies to the five following content areas: reading, writing, math, science, and citizenship. Students' ability to use critical thinking skills to comprehend and

solve problems are the emphasis of the OPT. These tests are administered each March with the exception of the fourth-grade reading test. The reading test has been administered twice, once in October and again in March. The OPT levels of proficiency are basic, proficient, and advanced at each content area. The state standard is 75% for each content area. It is our goal for all students to achieve the proficient and advanced level. More information is available at: www.ode.state.oh.us/proficiency/standards.asp.

Beginning in the 2003-2004 school year, the state of Ohio required all third graders take the Ohio Reading Achievement test. This test is administered three times a year, once in October, again in March and a final opportunity in July. Students are rated using the following scaled scores Limited: below 385, Basic: 385-399, Proficient: 400-414, Accelerated: 415-431 and Advanced: 432 and above. More information is available at: http://www.ode.state.oh.us/proficiency/technical_data/StatSumm_AchievementTests.asp

Washington Elementary tests ALL students. No student has been excused from the statewide assessments due to disabled status. Appropriate accommodations, in accordance with the students' individualized educational plans, have been implemented during testing sessions. Beginning with the 2002-2003 school year, these students' scores were included in the percentages appearing on the Local Report Cards.

A five year review of the 4th grade OPT reading scores show Washington Elementary School has improved from a low score of 64% in 1999-2000 to a score of 84% proficient in 2003-2004. Our economically disadvantaged students have shown the same improvements as our total population. In 2001-2002 only 65% of our economically disadvantaged students were proficient. By 2003-2004 the percent of students proficient has increased to 83%.

OPT math scores have also improved over the last five years. In 1999-2000, 49% of our students reached the proficient level. The 2003-2004 testing results show 87% of our students reaching the at or above proficient level. Our economically disadvantaged students have shown the same improvements as our total population. In 2001-2002, 54% of our economically disadvantaged students were proficient. By 2003-2004 the percent of students proficient has increased to 82%. Our students with disabilities have improved from 40% proficient in 2001-2002 to 71% proficient in 2003-2004.

The summary of this data points out our steady increase in student achievement in the reading and math content areas. The data provides evidence that all of our at-risk have demonstrated academic improvement.

2. *Show in one-half page (approximately 300 words) how the school uses assessment data to understand and improve student and school performance*

Assessment drives instruction at Washington School. A wide variety of assessment tools are used to measure what our students already know and what they have yet to learn. This assessment data helps us determine how to address the educational needs of each of our students

Before a student enters our school, we already have a snapshot of what he or she knows. Using the data generated from the Kindergarten Diagnostic Instrument (KDI) we are able to identify those children who need more readiness to be successful in kindergarten. Those students are enrolled in our Summer Kindergarten Program.

Pretesting, both teacher designed and/or textbook created, is a vital step in our lesson development. This data identifies our students' prior knowledge before we develop our lessons. It allows our teachers to create lessons that are based on specific and individual needs.

Standardized testing (OLSAT and Stanford) is a vital tool in identifying our special needs students, both gifted and disabled. We use this data to determine what to include in a student's Individualized Education Plan (special education) or Written Education Plan (gifted education). We also use the standardized data to identify trends both within and among the different classes.

Ohio Diagnostic Assessments help us to determine where intervention and reteaching are needed. They also tell us when our students are competent allowing us to offer enrichment to further develop the newly acquired knowledge and skills.

Ohio Proficiency Tests, Ohio Achievement Tests and Off-Year Proficiency tests provide insight into which students need extra help. We accomplish this with after-school tutoring, school day intervention, OhioReads tutors, and a mentoring program.

On a daily basis teachers use both formal and informal evaluations. Frequent use of assessment allows our staff to identify problems students may be having before wrong information becomes ingrained. Regular use of Running Records in our primary classrooms allows teachers to chart each student's individual reading progress.

3. *Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.*

We communicate our students' performance in many ways. Weekly reports, Friday letters, school newsletters, emails, notes and assignment notebooks all provide a means of communication among students, parents and teachers. Telephones and computers in each classroom allow frequent communication between school and home.

Twice a year our teachers meet with the parent / guardian of every student. During the conferences, assessment data is an integral part of the conversation. Along with the data, they discuss what the data means and how we will use that information to help the student.

Quarterly report cards, based on Ohio's Academic Content Standards, are sent home with our students. The grades assigned are based on the multiple assessments our teachers use regularly.

Following all mandated testing opportunities, parents can expect their child's test to be mailed home. This information is too important to have a child "forget" to share it. Frequently teachers have called to inform parents of test results. The "test letters" are announced in our monthly newsletters.

The Washington Elementary School Report Card in previous years was sent to the home of every student. Because of financial constraints this did not happen this year. It is posted in our building for all to see. Guests are invited and encouraged to examine and ask questions about the results shown in our building and district report cards. Our report card data is annually released to the local news media and through building and district publications.

4. *Describe in one-half page how the school has shared and will continue to share its successes with other schools.*

Washington Elementary School teachers have always been open to sharing. We are willing to share our successes and programs with anyone who asks. During district grade-level meetings we share our ideas and practices as well as gain new ideas from our peers in the other four elementary buildings that are a part of Tiffin City Schools. The principals of the five elementary buildings talk almost daily sharing ideas, materials and information.

When our staff members attend professional development conferences, we network to share our practices and to hear of others. We gain as much from these networking opportunities as we share.

We have had visitors from other school districts come to observe our programs. Title I personnel from another school district have visited our school. They observed in classrooms and then had a question and answer session with our teachers and principal.

One of our retired Title I teachers is now a professional development provider through the Regional Planning and Development Committee. Much of what she shares with her adult

learners is based on what is happening at Washington School. The teachers then return to their home schools to share what they have learned.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the core curriculum is an eligibility requirement in grades seven and higher).

The core curriculum at Washington School is based on the content common to all schools in the state of Ohio, fourth grade proficiency outcomes and district courses of study. Courses-of-study are developed by teachers and administrators and are tied to Ohio's Academic Content Standards. Washington School's curriculum includes the basics of reading/language arts, math, social studies and science.

Alignment ensures that students are engaged daily with rigorous content and high expectations for learning. Our teachers are expected to develop their lessons using outcomes and indicators. Teachers are encouraged to create lessons that integrate indicators from different content areas. One activity may cover several objectives. Various resources are then gathered to help students achieve the standards. Resources include, but are not limited to, an assortment of books, hands-on material, computer software, on-line resources, guest speakers, field trips, and assemblies.

Writing is incorporated as a programmed, process approach. Every student writes nearly every day. Students gain experience in self-selected and assigned writing tasks. Regular conferencing with our teachers help our students develop and refine their revision strategies and editing capabilities. Students, at a very early age, begin to evaluate the quality of their own writing.

Students in kindergarten through grade two spend extensive time learning basic math facts and experiencing math through manipulatives and activities. At third grade our students move into a more challenging math. Problem solving and the writing of short and extended responses are the strengths of the program.

In kindergarten and first grade, science and social studies are taught in conjunction with reading instruction. In second grade through fifth grade, science and social studies are taught as a separate subject with a separate textbook. While the book creates the foundation of instruction, a wide variety of instruction strategies are used. Hands-on experiences, simulations, guest speakers, and field trips help make science and social studies real to our students.

Special area teachers collaborate with classroom teachers to integrate art, music, physical education and library into the academic curriculum. The physical education teacher incorporates health instruction into his lessons. A trip to the library can supplement the learning of our students. Math, language arts, social studies and science all play a part in the art curriculum of Washington students.

Special education students are an integral part of Washington's program. All special needs students are mainstreamed or involved in inclusion to the full extent to which it is appropriate. Their curriculum is an adaptation of regular curriculum based on grade appropriate indicators. Students' IEP goals indicate what modifications need to be made.

2a. (Elementary Schools) Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

Washington Elementary School's primary grade reading program is designed around the Four Blocks format. We have selected Four Blocks because it provides a balanced literacy program that emphasizes the five essential elements of scientific-based reading research, phonemic awareness, phonics, fluency, vocabulary and comprehension. This approach allows us to provide the differentiated instruction necessary for the success of all students. It also allows us to provide the scaffolding needed to develop competent readers.

Students gain experience in reading through guided reading, self-selected reading, writing and working with words. To accomplish this we involve a variety of techniques and materials. By using our Title I staff, guided reading instruction occurs in small flexible groups of 5-7 students. Wall words and writing workshops provide students with lots of phonics and phonemic awareness practice. As students get older, their reading instruction is narrowed to guided reading and self-selected reading. Students in grades two through five are encouraged to develop their reading skills through frequent practice. Accelerated Reader and the incentives our PTO provides encourage some of our most reluctant readers to read.

Washington teachers are encouraged to make Read Alouds a part of their day. Reading effortlessly and with expression, the teachers model how a fluent reader sounds. Read Alouds also increase our students' knowledge of the world, their vocabulary, their familiarity with written language and their interest in language.

A large part of the success of our program lies in the cooperative efforts of our staff and the level of expertise we possess. Our staff is highly qualified by virtue of Reading Recovery training, reading endorsements, master's degrees, and an average of 21 years teaching experience.

3. *Describe in one-half page the different instructional methods the school uses to improve student learning.*

Many of our students have limited "life experiences." To address this situation we have adopted the arts as an integral part of our core curriculum. The arts have become another vehicle with which we deliver our curriculum and expand our students' experiences.

Our art and music teachers integrate their specialty standards with the content standards of language arts, mathematics, science and social studies. It is not unusual to see art projects that demonstrate symmetry or music lessons that share a culture. This happens through collaboration among all the teachers in Washington School. This varied approach to learning enhances what is happening in both the special and regular classrooms.

Monthly assemblies are a part of the life of Washington School. Our students have learned about science through the Center of Science and Industry (COSI), history through boomerangs in Booming Back to School, unity through diversity in The Fast Horses (a Native American program) and literature through Aesop's Fables.

Every other year we host an Artist-In-Residence program. This program provides our students with on-going experiences with a real, live artist. The residency provides our students an opportunity to focus on process even more than the product they create. Our residencies create a great deal of excitement within our school and community. Frequently this excitement carries over into the classrooms and our student learning.

Washington Elementary School students gain experience in the arts outside the walls of our school. Every student at our school attends a live theater performance at The Ritz Theater. While experiencing one of Tiffin's historic landmarks, our students also learn about appropriate

behavior. Every Ritz trip has an academic focus. Students may enjoy seeing a favorite story, such as Charlotte's Web, live on stage. At other times programs like Lewis and Clark Adventures may enrich and extend a social studies lesson.

4 *Describe in one-half page the school's professional development program and its impact on improving student achievement.*

At Washington School we focus on the group and individual needs of our students. Whole class instruction, small group instruction (both heterogeneous and homogeneous) and individualized instructions are all a part of our instructional practice.

Our reading program uses guided practice, modeling and vocabulary instruction that is direct, indirect and contextual. Students in grades 1-3 participate in our at-home reading program called CREW (Children Reading EveryWhere). Every day students take home a specially selected book, that is based on a child's specific reading skills, to read with a parent.

In our math classes we use manipulatives, Incredible Equations, calendar math and brain power papers to help our students develop their math skills. Incredible Equations are many different representations of a number or number sentence. A first grade example is a representation of the number two. Students are asked to think about all the ways they can show "two." One might see a die with two dots showing, February (the second month), a playing card showing 2. It is exciting to see the thinking that goes on during this exercise. Calendars provide many opportunities for the students to develop and practice math skills such as skip counting and patterning. Our BrainPower papers are worksheets that help our students practice basic math facts and problem solving skills independently.

In content areas (science and social studies) we involve outside speakers, field trips and interactive technology in addition to our textbooks. For those students who can't get help at home we provide after-school homework assistance.

We use technology to assist with instruction. Students in grades 2-5 use Accelerated Reader. Third and fourth graders use Accelerated Math. Students gain experience using our electronic piano keyboard lab. Students having reading and language difficulties may be invited to participate in Fast ForWord, an interactive series of lessons to enhance the student's phonological awareness.

To address the instruction needs of our students who are struggling, we use a great deal of intense intervention. Teachers, paraprofessionals, adult volunteers, high school and college student volunteers all work to meet the specific individual needs of our at-risk students. For those who need more time, we provide summer school.

We also address our gifted students' instructional needs. Our district provides a day-long pullout program designed for our highest ability students. For those students still too young to participate in the pullout program, we have the PETS (Primary Enrichment Thinking) program. PETS is a higher order thinking skills program for primary age students.

Because many of our students do not yet find learning itself to be intrinsically rewarding, we offer several opportunities to earn extrinsic rewards. Students can earn points daily to use at our school store. Students who participate in Fast ForWord, CREW and Accelerated Reader receive recognition and rewards for their accomplishments. While these are not instructional methods, they are motivational tools we use to encourage our students.

5. *Describe in one-half page the school's professional development program and its impact on improving student achievement.*

Our teachers annually participate in ongoing professional development. Over the past several summers, staff members have attended Ohio Department of Education's Summer Institute for Reading Instruction. Using grant dollars, we send teams to conferences. They gain

ideas from the conference and then discuss implementation of the "new" ideas on the car ride home. Following attendance at conferences, the teams present their ideas to the staff at our monthly meetings.

Within our building we decided that part of our students' difficulty in learning was a lack of language. As a staff, facilitated by our Title I Staff, we conducted a book study to read, learn about and further develop language development skills. This year we are continuing to focus on language, using a series of on-line conferences.

We meet regularly with teachers from other buildings in our district to talk about what is and is not working. As a group we have examined Ohio's Content Standards and talked as a team about what the standards mean and how we can teach them.

While our staff does a great deal together, we also see the necessity of individually designed and selected professional development. We have individual staff members completing on-line courses, graduate college courses, doing video classes and attending staff development. We have building subscriptions to Teaching Tolerance, The Reading Teacher and other educational journals that quickly become dog-eared and well-worn from use.

All of this professional development has a positive impact on our students' learning. This impact is two fold. Initially, it provides our teachers with new tools or pieces of information to help teach our students. Secondly, by seeing their teachers actively involved in learning and seeing their teachers working to develop new skills, our students get the idea that learning is good and needs to be a life-long endeavor.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TEST

Subject **Reading** Grade **3** Test **Ohio Achievement Test**

Edition/Publication Year **2004** Publisher **Ohio Department of Education**

	2003-2004	The Third-Grade Reading Achievement Test was not administered prior to 2003-2004.
Testing month	March	
SCHOOL SCORES		
% At or Above Limited	100	
% At or Above Basic	98	
% At or Above Proficient	86	
% At or Above Accelerated	69	
% At Advanced	50	
Number of students tested	42	
Percent of total students tested	100	
Number of students alternatively assessed	0	
Percent of students alternatively assessed	0	
SUBGROUP SCORES		
1. Eligible for free or reduced lunches/breakfast		
% At or Above Limited	100	
% At or Above Basic	96	
% At or Above Proficient	87	
% At or Above Accelerated	56	
% At Advanced	23	
Number of students tested	19	
2. Students with Disabilities		
% At or Above Limited	100	
% At or Above Basic	83	
% At or Above Proficient	83	
% At or Above Accelerated	67	
% At Advanced	50	
Number of students tested	6	
STATE SCORES		
% At or Above Limited	100	
% At or Above Basic	90	
% At or Above Proficient	78	
% At or Above Accelerated	59	
% At Advanced	33	

The table above reflects Ohio's assessment categories and terminology.

STATE CRITERION-REFERENCED TEST

Subject **Reading** Grade **4** Test **Ohio Proficiency Test**

Edition/Publication Year **2004** Publisher **Ohio Department of Education**

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES					
% At or Above Below Basic	100	100	N/A	N/A	N/A
% At or Above Basic	100	100	94	N/A	N/A
% At or Above Proficient	84	75	64	77	66
% At Advanced	14	4	18	2	5

Number of students tested	37	48	57	56	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Eligible for free or reduced lunch/breakfast					
% At or Above Below Basic	100	100	N/A	N/A	N/A
% At or Above Basic	100	100	N/A	N/A	N/A
% At or Above Proficient	83	76	65	64	45
% At Advanced	17	4	3	0	5
Number of students tested	18	29	23	22	22
2. Students with Disabilities **					
% At or Above Below Basic	100	100	N/A	N/A	N/A
% At or Above Basic	100	100	N/A	N/A	N/A
% At or Above Proficient	57	55	57	*	*
% At Advanced	0	0	10	*	*
Number of students tested	<10	11	<10	*	*
STATE SCORES					
% At or Above Below Basic	100	100	N/A	N/A	N/A
% At or Above Basic	92	91	N/A	N/A	N/A
% At or Above Proficient	71	66	68	56	58
% At Advanced	15	9	7	7	6

* Data not available

** Does not comprise sufficient numbers (10 or more) to be a part of the state's assessment results, so stated results are based on building site data

The table above reflects Ohio's assessment categories and terminology.

STATE CRITERION-REFERENCED TEST

Subject **Mathematics** Grade **4** Test **Ohio Proficiency Test**

Edition/Publication Year **2004** Publisher **Ohio Department of Education**

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES					
% At or Above Below Basic	100	100	N/A	N/A	N/A
% At or Above Basic	100	100	N/A	N/A	N/A
% At or Above Proficient	87	56	61	77	61
% At Advanced	27	8	12	20	16
Number of students tested	37	48	59	56	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Eligible for free or reduced lunch/breakfast					
% At or Above Below Basic	100	100	N/A	N/A	N/A
% At or Above Basic	100	100	N/A	N/A	N/A
% At or Above Proficient	82	76	54	64	45
% At Advanced	35	4	3	0	5

Number of students tested	18	25	35	22	22
2. Students with Disabilities **					
% At or Above Below Basic	100	100	N/A	N/A	N/A
% At or Above Basic	100	100	N/A	N/A	N/A
% At or Above Proficient	71	50	40	*	*
% At Advanced	0	0	10	*	*
Number of students tested	<10	10	10	*	*
STATE SCORES					
% At or Above Below Basic	100	100	N/A	N/A	N/A
% At or Above Basic	77	70	N/A	N/A	N/A
% At or Above Proficient	66	59	63	59	49
% At Advanced	26	15	17	16	11

* Data not available

** Does not comprise sufficient numbers (10 or more) to be a part of the state's assessment results, so stated results are based on building site data

The table above reflects Ohio's assessment categories and terminology.